



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

19000 N. 63rd Avenue, Glendale, AZ 85308

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Mark E. Anderson
Schedule : 08:00 AM to 04:30 PM
Grades : K-8
Web Address : highlandlakes.dvusd.org/
Phone Number : (623) 376-4300
Fax Number : (623) 376-4380
E-mail : mark.anderson@hl.dvusd.org

Mission

The mission of Highland Lakes School is to provide an engaging learning environment with opportunities for social and academic success. This is to be supported by a foundation of parents, staff, and community. Together we will promote a safe and nurturing environment which transcends diversity and abilities among all children.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase the number of students in each grade level who meet or exceed the state standards in reading, writing and math.
- ü Provide a safe, positive learning environment for all students and staff.
- ü Provide intense, focused, intervention programs for students not meeting the state standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 995
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 57

Instructional Programs

- ü General Education in grades K-8
- ü Gifted
- ü Communication Disorders
- ü Hearing Impaired
- ü Special Education Resource
- ü Speech

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Highland Lakes School will provide high academic standards in setting goals and expectations for our students. We will prepare the students for success in meeting the choices and challenges of today and tomorrow.

Parents

Parents should provide for the physical and emotional well-being of their children. Responsible parents ensure student attendance, provide proper clothing and nourishment, uphold transportation commitments, assist with homework support, are involved in school goals and expectations, support school policies including dress code and behavior codes. They will communicate regularly with the school and with their children.

Transportation Policy

Students are bused in grades 1-6 if their residence is farther than one mile. Students in grades 7-8 are bused if they live farther than one and one-half miles. All Kindergarten children are bused beyond a one-half mile radius.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 8th grade Boys Cross Country Conference Champions	2005
ü 8th grade Girls Softball Conference Champions	2006
ü 8th Grade Boys Volleyball Conference Champions	2005
ü 8th Grade Girls Volleyball Conference Champions	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2658	80010	100	99	99	460	460	447	5	5	10	15	11	18	58	61	53	22	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1252	38935	100	99	99	464	458	447	5	4	9	11	12	19	58	63	55	26	21	17
Male	36	1406	40974	100	99	98	456	462	448	6	5	11	19	11	18	58	59	52	17	25	19
African American	NC	84	4201	NC	99	99	NC	439	430	NC	11	17	NC	21	23	NC	60	51	NC	8	9
Hispanic	NC	406	34545	NC	97	99	NC	441	432	NC	11	14	NC	19	24	NC	57	53	NC	14	9
Asian/Pacific Islander	NC	97	2068	NC	100	99	NC	473	474	NC	2	4	NC	8	10	NC	55	50	NC	35	36
American Indian/Alaskan Native	--	18	3979	--	90	96	--	434	424	--	11	17	--	17	30	--	67	47	--	6	6
White	58	2053	35142	100	99	99	463	465	465	5	4	5	16	10	11	55	62	56	24	25	28
Students with Disabilities	11	327	10161	100	92	93	417	430	419	36	21	28	18	23	28	45	46	36	NA	10	8
Students without Disabilities	63	2331	69849	100	100	100	467	464	451	NA	3	7	14	10	17	60	63	56	25	25	19
Limited English Proficient Students	NC	134	14013	NC	92	97	NC	409	413	NC	25	24	NC	37	34	NC	39	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	261	39029	NC	95	98	NC	441	432	NC	11	14	NC	20	25	NC	54	52	NC	15	9
Non-Economically Disadvantaged	70	2397	40981	100	99	100	461	462	462	6	4	6	14	10	13	57	61	54	23	24	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	2643	79438	95	98	98	479	470	451	3	4	9	6	14	24	69	65	56	23	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1248	38775	95	99	99	488	475	457	3	3	7	3	12	22	61	66	58	33	19	13
Male	34	1395	40560	94	98	97	469	465	446	3	5	12	9	16	25	76	65	54	12	14	9
African American	NC	83	4178	NC	98	98	NC	454	439	NC	6	13	NC	18	29	NC	66	52	NC	10	6
Hispanic	NC	402	34297	NC	96	98	NC	449	434	NC	10	14	NC	23	31	NC	54	50	NC	12	5
Asian/Pacific Islander	NC	98	2063	NC	100	99	NC	483	475	NC	1	3	NC	11	15	NC	63	63	NC	24	20
American Indian/Alaskan Native	--	18	3940	--	90	95	--	445	429	--	NA	14	--	39	36	--	61	47	--	NA	3
White	55	2042	34887	95	99	98	482	474	471	2	3	4	5	12	15	73	68	63	20	17	18
Students with Disabilities	NC	311	9588	NC	88	88	NC	437	416	NC	14	30	NC	32	32	NC	47	34	NC	7	5
Students without Disabilities	63	2332	69850	100	100	100	482	474	456	2	2	7	5	12	23	68	68	59	25	18	12
Limited English Proficient Students	NC	134	13856	NC	92	96	NC	402	407	NC	27	27	NC	47	43	NC	26	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	261	38685	NC	95	97	NC	445	435	NC	11	14	NC	25	32	NC	55	50	NC	10	5
Non-Economically Disadvantaged	66	2382	40753	94	99	99	480	472	467	3	3	5	5	13	16	68	66	62	24	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	2647	79971	93	98	99	443	437	423	4	4	8	26	34	41	68	59	49	1	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1251	38974	95	99	99	455	451	437	3	3	5	25	25	33	69	67	57	3	5	4
Male	33	1396	40895	92	98	98	430	425	410	6	5	10	27	42	47	67	51	41	NA	2	2
African American	NC	84	4203	NC	99	99	NC	426	411	NC	5	11	NC	42	45	NC	52	43	NC	1	2
Hispanic	NC	403	34481	NC	96	99	NC	422	410	NC	7	10	NC	39	46	NC	52	43	NC	2	1
Asian/Pacific Islander	NC	98	2067	NC	100	99	NC	449	449	NC	3	4	NC	31	28	NC	56	60	NC	10	8
American Indian/Alaskan Native	--	19	3995	--	95	96	--	416	409	--	11	10	--	37	47	--	53	42	--	NA	1
White	54	2043	35150	93	99	99	446	440	437	2	3	5	28	33	35	69	60	56	2	4	5
Students with Disabilities	NC	328	10258	NC	92	94	NC	398	377	NC	14	23	NC	53	51	NC	31	25	NC	2	1
Students without Disabilities	63	2319	69713	100	99	100	445	442	429	3	3	5	25	31	39	70	63	52	2	4	3
Limited English Proficient Students	NC	132	13985	NC	91	97	NC	383	382	NC	16	18	NC	57	54	NC	27	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	258	38994	NC	93	98	NC	414	409	NC	11	10	NC	38	47	NC	50	41	NC	2	1
Non-Economically Disadvantaged	65	2389	40977	93	99	100	445	440	437	5	3	5	23	33	34	71	60	56	2	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2846	80147	99	98	99	507	499	482	3	5	11	6	11	17	56	50	49	36	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1403	39281	97	99	99	508	497	483	NA	5	9	5	11	17	51	53	50	43	31	24
Male	35	1443	40780	100	98	98	505	501	482	6	6	12	6	11	17	60	47	48	29	36	24
African American	NC	84	4249	NC	99	99	NC	486	464	NC	8	17	NC	15	22	NC	50	48	NC	26	13
Hispanic	NC	405	33494	NC	96	99	NC	474	466	NC	11	15	NC	20	23	NC	54	49	NC	16	14
Asian/Pacific Islander	NC	116	2103	NC	98	99	NC	520	515	NC	1	4	NC	3	8	NC	50	44	NC	46	45
American Indian/Alaskan Native	--	25	4117	--	96	96	--	474	456	--	16	19	--	24	27	--	36	46	--	24	8
White	64	2215	36122	98	98	99	510	503	501	3	4	5	6	9	10	50	50	50	41	36	35
Students with Disabilities	NC	362	10295	NC	89	92	NC	458	443	NC	22	33	NC	29	26	NC	34	33	NC	15	8
Students without Disabilities	63	2484	69852	100	100	100	515	505	488	NA	3	7	2	8	16	59	53	51	40	36	26
Limited English Proficient Students	--	107	12722	--	94	97	--	438	441	--	30	27	--	30	33	--	38	37	--	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	291	38371	NC	95	97	NC	479	465	NC	11	15	NC	18	23	NC	51	49	NC	21	13
Non-Economically Disadvantaged	69	2555	41776	100	99	100	507	501	498	3	5	6	6	10	11	54	50	49	38	35	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2836	79686	93	98	98	494	488	470	1	5	11	12	15	24	69	67	57	18	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1404	39163	97	99	99	496	491	475	NA	4	9	14	14	22	68	68	60	19	15	10
Male	31	1432	40438	89	97	97	493	485	465	3	6	13	10	16	25	71	67	54	16	11	7
African American	NC	82	4228	NC	96	98	NC	479	458	NC	5	15	NC	16	28	NC	74	53	NC	5	4
Hispanic	NC	405	33299	NC	96	98	NC	467	452	NC	9	17	NC	26	32	NC	59	47	NC	6	3
Asian/Pacific Islander	NC	115	2097	NC	97	99	NC	498	490	NC	3	5	NC	10	13	NC	69	68	NC	19	14
American Indian/Alaskan Native	--	24	4087	--	92	96	--	461	446	--	13	16	--	33	38	--	50	44	--	4	2
White	60	2209	35914	92	98	98	495	492	489	2	4	5	12	13	15	67	69	67	20	15	14
Students with Disabilities	NC	350	9808	NC	86	87	NC	449	432	NC	22	35	NC	31	32	NC	41	30	NC	6	3
Students without Disabilities	63	2486	69878	100	100	100	498	493	475	NA	2	8	11	13	23	70	71	61	19	14	9
Limited English Proficient Students	--	106	12594	--	93	96	--	421	422	--	31	34	--	46	45	--	23	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	289	38095	NC	94	97	NC	468	452	NC	9	17	NC	24	32	NC	62	48	NC	6	3
Non-Economically Disadvantaged	65	2547	41591	94	98	99	495	490	486	2	4	6	12	14	16	68	68	65	18	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	2871	80372	95	99	99	487	490	475	NA	2	4	22	20	30	78	75	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1417	39452	100	100	99	491	501	488	NA	1	3	18	13	22	82	81	72	NA	4	3
Male	31	1454	40836	89	99	98	482	479	464	NA	3	6	26	26	37	74	70	56	NA	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	NC	408	33608	NC	97	99	NC	477	462	NC	4	6	NC	25	36	NC	70	57	NC	1	1
Asian/Pacific Islander	NC	116	2098	NC	98	99	NC	509	500	NC	NA	2	NC	13	16	NC	78	75	NC	9	7
American Indian/Alaskan Native	--	25	4128	--	96	97	--	462	464	--	4	4	--	32	39	--	64	56	--	NA	1
White	61	2235	36213	94	99	99	488	491	489	NA	2	2	23	19	22	77	76	72	NA	3	3
Students with Disabilities	NC	385	10526	NC	94	94	NC	446	427	NC	9	15	NC	46	53	NC	43	31	NC	1	1
Students without Disabilities	63	2486	69846	100	100	100	489	496	482	NA	1	3	21	16	26	79	80	69	NA	3	2
Limited English Proficient Students	--	108	12747	--	95	97	--	434	432	--	13	12	--	48	52	--	39	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	295	38521	NC	96	98	NC	477	461	NC	3	6	NC	27	38	NC	68	55	NC	1	1
Non-Economically Disadvantaged	65	2576	41851	94	99	100	489	491	489	NA	2	3	18	19	22	82	76	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2780	79306	100	98	99	509	517	504	12	7	13	10	13	20	64	58	49	14	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1359	38845	100	98	99	506	516	505	13	5	11	10	14	20	65	62	50	13	19	18
Male	38	1416	40383	100	98	98	513	518	504	11	8	14	11	13	19	63	55	47	16	25	19
African American	NC	109	4171	NC	98	98	NC	505	485	NC	8	20	NC	22	26	NC	54	44	NC	16	10
Hispanic	NC	398	32673	NC	98	99	NC	498	487	NC	11	18	NC	23	25	NC	51	46	NC	15	10
Asian/Pacific Islander	NC	102	2147	NC	100	99	NC	537	539	NC	1	5	NC	12	10	NC	56	46	NC	31	40
American Indian/Alaskan Native	--	15	4034	--	100	97	--	488	479	--	13	22	--	20	29	--	60	43	--	7	7
White	66	2153	36234	100	98	99	507	521	523	14	6	6	11	11	13	62	60	52	14	23	28
Students with Disabilities	11	350	10286	100	91	91	449	472	462	55	29	41	27	30	27	18	36	27	NA	5	5
Students without Disabilities	67	2430	69020	100	100	100	519	523	510	4	3	9	7	11	18	72	61	52	16	24	21
Limited English Proficient Students	NC	92	10291	NC	92	96	NC	462	458	NC	34	38	NC	41	34	NC	20	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	263	37437	NC	95	97	NC	499	486	NC	13	19	NC	21	26	NC	51	46	NC	15	9
Non-Economically Disadvantaged	77	2517	41869	100	99	100	509	519	521	12	6	7	10	13	14	64	59	51	14	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2775	79000	95	98	98	505	505	489	3	5	10	12	15	24	76	68	58	9	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1360	38774	95	98	99	509	510	494	NA	4	7	13	12	22	71	70	61	16	14	10
Male	36	1411	40150	95	98	98	501	500	485	6	6	12	11	17	25	81	65	55	3	11	8
African American	NC	111	4153	NC	100	98	NC	493	476	NC	5	13	NC	23	30	NC	68	53	NC	4	4
Hispanic	NC	398	32508	NC	98	98	NC	483	472	NC	12	15	NC	25	33	NC	56	49	NC	6	3
Asian/Pacific Islander	NC	101	2142	NC	100	99	NC	511	510	NC	NA	4	NC	14	14	NC	72	67	NC	14	16
American Indian/Alaskan Native	--	15	4016	--	100	96	--	478	467	--	13	14	--	40	37	--	40	46	--	7	2
White	63	2148	36135	95	98	98	504	509	508	3	4	4	13	12	14	75	70	67	10	14	15
Students with Disabilities	NC	347	9991	NC	90	88	NC	460	449	NC	21	33	NC	40	36	NC	35	29	NC	4	2
Students without Disabilities	66	2428	69009	99	100	100	511	511	495	2	2	6	8	11	22	80	72	62	11	14	10
Limited English Proficient Students	--	91	10199	--	91	95	--	439	439	--	38	35	--	45	47	--	14	18	--	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	260	37234	NC	94	97	NC	488	472	NC	9	15	NC	28	33	NC	55	50	NC	8	3
Non-Economically Disadvantaged	73	2515	41766	95	99	99	505	507	505	3	4	5	12	13	16	75	69	65	10	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	2787	79611	96	99	99	513	515	496	1	3	7	33	26	37	65	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1367	39016	98	99	99	523	528	511	3	2	4	18	17	29	79	80	66	NA	1	1
Male	36	1415	40519	95	98	98	502	503	482	NA	4	10	50	36	44	50	60	46	NA	0	0
African American	NC	111	4188	NC	100	98	NC	508	486	NC	6	9	NC	23	40	NC	71	50	NC	NA	0
Hispanic	NC	402	32855	NC	99	99	NC	498	481	NC	6	10	NC	35	43	NC	58	47	NC	1	0
Asian/Pacific Islander	NC	103	2149	NC	100	100	NC	519	519	NC	4	4	NC	24	24	NC	71	70	NC	1	2
American Indian/Alaskan Native	--	15	3992	--	100	96	--	507	478	--	7	10	--	40	46	--	53	44	--	NA	0
White	63	2153	36380	95	98	99	513	518	511	NA	2	4	35	25	30	65	72	65	NA	1	1
Students with Disabilities	NC	360	10664	NC	94	94	NC	468	440	NC	11	23	NC	56	54	NC	32	22	NC	1	1
Students without Disabilities	67	2427	68947	100	99	100	518	521	504	1	2	4	27	22	34	72	76	61	NA	1	1
Limited English Proficient Students	NC	96	10362	NC	96	97	NC	453	438	NC	18	22	NC	59	57	NC	23	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	265	37626	NC	96	98	NC	493	479	NC	8	10	NC	32	45	NC	60	45	NC	NA	0
Non-Economically Disadvantaged	74	2522	41985	96	99	100	513	517	511	1	2	4	34	26	30	65	71	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	2934	79327	98	99	98	540	537	518	6	9	19	14	13	20	59	56	46	21	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1475	38961	97	99	98	548	540	520	3	8	16	14	13	20	60	56	48	23	24	16
Male	28	1456	40295	100	98	97	530	534	516	11	11	21	14	13	19	57	55	44	18	21	16
African American	--	98	4247	--	100	98	--	508	499	--	23	27	--	19	24	--	48	41	--	9	8
Hispanic	NC	430	32327	NC	99	98	NC	515	499	NC	19	27	NC	19	25	NC	50	41	NC	12	8
Asian/Pacific Islander	NC	91	1939	NC	100	99	NC	575	556	NC	1	6	NC	5	10	NC	47	47	NC	46	36
American Indian/Alaskan Native	--	22	4391	--	85	96	--	521	489	--	14	32	--	18	27	--	59	36	--	9	4
White	53	2288	36373	98	98	98	541	541	538	6	7	10	13	12	14	60	57	52	21	24	25
Students with Disabilities	NC	345	9321	NC	91	87	NC	486	467	NC	39	54	NC	24	22	NC	31	21	NC	6	3
Students without Disabilities	56	2589	70006	98	100	100	547	543	524	2	6	14	13	11	19	63	59	49	23	24	18
Limited English Proficient Students	NC	91	9431	NC	98	95	NC	473	466	NC	56	53	NC	21	27	NC	18	18	NC	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	263	37097	NC	93	97	NC	513	498	NC	21	27	NC	17	25	NC	50	41	NC	12	7
Non-Economically Disadvantaged	59	2671	42230	98	99	99	542	539	535	5	8	11	14	13	15	59	56	50	22	23	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	2939	79501	97	99	98	522	514	497	NA	5	10	16	16	25	77	73	60	6	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1477	39062	97	99	99	531	522	502	NA	3	8	11	12	23	83	76	64	6	8	5
Male	27	1458	40368	96	99	98	510	507	491	NA	6	13	22	20	27	70	69	57	7	5	3
African American	--	97	4279	--	99	99	--	496	485	--	7	14	--	26	30	--	63	54	--	4	2
Hispanic	NC	423	32389	NC	97	98	NC	496	478	NC	11	16	NC	24	34	NC	62	48	NC	3	1
Asian/Pacific Islander	NC	91	1936	NC	100	99	NC	531	519	NC	NA	3	NC	14	14	NC	71	73	NC	14	9
American Indian/Alaskan Native	--	23	4401	--	88	96	--	499	473	--	13	17	--	13	40	--	70	43	--	4	1
White	53	2300	36446	98	99	99	525	518	516	NA	3	4	15	14	15	77	75	73	8	7	7
Students with Disabilities	NC	350	9411	NC	93	88	NC	469	453	NC	25	36	NC	38	36	NC	35	26	NC	3	1
Students without Disabilities	56	2589	70090	98	100	100	528	520	502	NA	2	7	11	13	24	82	78	65	7	7	5
Limited English Proficient Students	NC	87	9401	NC	94	94	NC	445	443	NC	41	40	NC	43	46	NC	16	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	263	37183	NC	93	97	NC	493	479	NC	11	16	NC	25	34	NC	62	49	NC	2	1
Non-Economically Disadvantaged	58	2676	42318	97	99	99	523	517	513	NA	4	5	16	15	17	78	74	70	7	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	2943	80000	100	99	99	579	582	564	NA	2	3	3	6	11	86	76	75	11	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1484	39288	100	99	99	596	597	579	NA	2	2	NA	2	6	83	72	77	17	25	16
Male	28	1455	40644	100	98	98	556	566	549	NA	2	4	7	9	15	89	79	74	4	9	7
African American	--	98	4307	--	100	99	--	569	551	--	4	4	--	6	13	--	74	75	--	15	7
Hispanic	NC	429	32672	NC	98	99	NC	564	548	NC	5	4	NC	10	14	NC	75	76	NC	11	6
Asian/Pacific Islander	NC	91	1945	NC	100	99	NC	599	592	NC	1	1	NC	1	4	NC	69	69	NC	29	25
American Indian/Alaskan Native	--	23	4424	--	88	97	--	592	549	--	NA	3	--	9	14	--	78	77	--	13	5
White	53	2297	36602	98	99	99	584	585	579	NA	1	2	NA	5	7	89	76	75	11	18	16
Students with Disabilities	NC	358	9919	NC	95	93	NC	530	505	NC	7	9	NC	23	35	NC	67	54	NC	4	2
Students without Disabilities	57	2585	70081	100	100	100	586	588	571	NA	1	2	2	3	7	86	77	79	12	19	12
Limited English Proficient Students	NC	88	9571	NC	95	96	NC	503	502	NC	13	10	NC	26	29	NC	60	60	NC	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	265	37534	NC	94	98	NC	559	547	NC	5	4	NC	11	15	NC	74	76	NC	10	5
Non-Economically Disadvantaged	60	2678	42466	100	99	100	579	584	578	NA	2	2	3	5	7	85	76	75	12	18	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	274	2859	78546	99	99	97	566	561	543	6	7	15	11	12	18	59	60	52	24	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	132	1428	38645	97	99	98	572	562	545	4	5	13	10	11	18	61	63	54	26	21	15
Male	141	1419	39792	100	99	97	561	560	542	7	9	17	12	12	17	59	57	50	22	23	15
African American	NC	90	4205	NC	100	97	NC	541	524	NC	12	22	NC	18	22	NC	58	49	NC	12	7
Hispanic	23	344	31177	100	99	97	558	539	524	4	13	22	13	18	23	70	57	48	13	12	7
Asian/Pacific Islander	16	91	1940	100	99	99	599	593	580	NA	2	5	6	8	9	50	48	53	44	42	33
American Indian/Alaskan Native	NC	32	4689	NC	97	95	NC	550	515	NC	3	28	NC	19	25	NC	69	43	NC	9	4
White	225	2291	36450	98	99	97	566	564	563	6	6	7	10	11	12	60	60	57	24	23	23
Students with Disabilities	31	297	8093	94	95	82	512	506	489	42	37	50	19	25	24	29	34	23	10	4	2
Students without Disabilities	243	2562	70453	100	100	100	573	567	549	1	4	11	10	10	17	63	63	56	26	24	16
Limited English Proficient Students	NC	58	9323	NC	100	94	NC	502	491	NC	34	47	NC	28	28	NC	36	24	NC	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	15	257	34694	100	97	96	526	536	524	13	13	23	33	23	23	47	54	48	7	10	7
Non-Economically Disadvantaged	259	2602	43852	99	99	99	568	564	559	5	7	10	10	11	13	60	60	56	25	23	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	273	2862	79045	99	99	98	530	527	512	2	5	10	16	17	25	71	69	58	11	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	132	1430	38860	97	99	98	540	534	519	2	4	7	9	13	22	76	72	62	14	12	8
Male	140	1419	40075	99	99	97	521	520	505	3	7	12	22	20	28	67	66	54	8	7	6
African American	NC	90	4250	NC	100	98	NC	514	500	NC	6	12	NC	21	31	NC	70	54	NC	3	3
Hispanic	23	344	31314	100	99	98	528	506	493	NA	13	16	9	24	34	78	58	48	13	5	2
Asian/Pacific Islander	16	91	1949	100	99	99	558	551	536	NA	2	4	13	12	15	56	66	66	31	20	15
American Indian/Alaskan Native	NC	32	4719	NC	97	96	NC	518	489	NC	NA	15	NC	13	39	NC	88	45	NC	NA	2
White	224	2293	36730	98	99	98	529	530	532	2	4	4	17	16	16	72	70	68	9	10	12
Students with Disabilities	31	300	8552	94	96	87	486	473	463	19	27	35	35	40	40	45	30	23	NA	4	1
Students without Disabilities	242	2562	70493	99	100	100	536	532	517	NA	3	7	13	14	24	75	73	62	12	10	8
Limited English Proficient Students	NC	58	9355	NC	100	95	NC	452	456	NC	43	37	NC	45	48	NC	12	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	15	257	34922	100	97	96	504	508	493	NA	10	15	47	28	34	47	56	48	7	7	3
Non-Economically Disadvantaged	258	2605	44123	98	99	99	532	529	527	2	5	6	14	16	18	73	70	66	11	10	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	275	2858	79657	99	99	99	584	582	566	1	1	3	2	4	8	96	93	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	133	1429	39120	98	99	99	594	593	580	1	0	2	2	2	4	96	95	92	2	2	2
Male	141	1416	40423	100	98	98	574	571	553	2	2	5	3	7	12	95	90	83	NA	1	1
African American	NC	90	4290	NC	100	99	NC	575	560	NC	2	4	NC	2	9	NC	94	86	NC	1	1
Hispanic	23	343	31642	100	99	99	589	567	552	NA	2	5	NA	8	11	96	89	84	4	1	0
Asian/Pacific Islander	16	91	1948	100	99	99	600	594	589	NA	1	1	NA	1	3	94	95	91	6	3	4
American Indian/Alaskan Native	NC	33	4760	NC	100	97	NC	581	547	NC	NA	5	NC	3	14	NC	97	81	NC	NA	0
White	226	2289	36929	99	99	99	582	584	579	2	1	2	3	4	5	96	93	91	NA	2	2
Students with Disabilities	31	298	9069	94	96	92	559	533	508	3	6	11	13	21	30	84	71	58	NA	2	1
Students without Disabilities	244	2560	70588	100	99	100	587	587	573	1	1	2	1	3	5	97	95	91	1	2	1
Limited English Proficient Students	NC	58	9521	NC	100	96	NC	518	507	NC	5	13	NC	36	24	NC	59	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	15	256	35341	100	96	97	566	565	551	NA	2	5	7	9	12	93	88	83	NA	1	0
Non-Economically Disadvantaged	260	2602	44316	99	99	100	585	584	578	2	1	2	2	4	5	96	93	90	1	2	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	241	2776	78400	98	99	97	587	572	554	5	11	21	11	14	19	60	56	47	24	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	1346	38686	98	99	98	591	575	554	2	10	20	10	14	20	64	58	49	24	19	12
Male	122	1429	39636	98	99	96	583	570	554	9	13	23	11	14	18	57	55	46	23	17	13
African American	NC	80	4193	NC	100	97	NC	549	533	NC	20	32	NC	21	23	NC	49	40	NC	10	5
Hispanic	25	384	30732	93	98	97	573	550	534	12	21	31	16	23	24	56	45	40	16	11	5
Asian/Pacific Islander	NC	85	1827	NC	100	99	NC	595	594	NC	7	8	NC	11	12	NC	53	49	NC	29	31
American Indian/Alaskan Native	--	30	4536	--	97	95	--	556	528	--	23	35	--	17	25	--	50	37	--	10	4
White	204	2196	37038	99	99	97	585	576	575	5	9	11	10	12	14	63	59	56	22	19	19
Students with Disabilities	25	304	7840	86	95	81	522	510	498	36	51	60	32	20	18	32	27	20	NA	1	2
Students without Disabilities	216	2472	70560	100	100	99	594	580	560	2	6	17	8	14	19	63	60	50	26	20	14
Limited English Proficient Students	NC	80	8956	NC	95	95	NC	507	502	NC	55	56	NC	26	25	NC	15	18	NC	4	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	221	33014	NC	96	95	NC	546	534	NC	23	31	NC	19	24	NC	51	40	NC	6	5
Non-Economically Disadvantaged	234	2555	45386	98	99	99	588	575	569	5	10	15	10	14	15	60	57	52	24	19	18

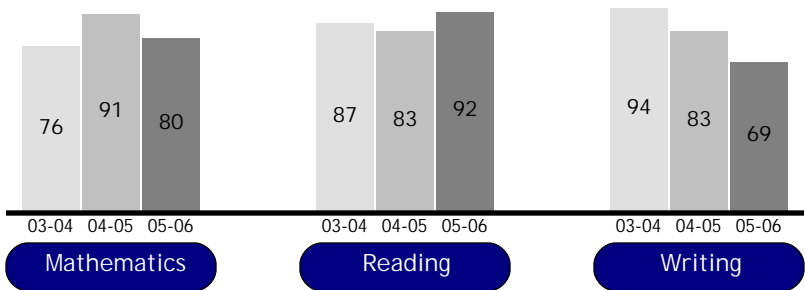
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	241	2795	79179	98	100	98	544	535	519	2	5	11	16	19	27	73	70	58	8	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	1349	38974	98	100	99	552	542	524	NA	3	8	14	15	25	75	74	61	11	8	5
Male	122	1445	40124	98	100	97	535	527	513	5	7	13	18	22	28	72	66	54	5	5	4
African American	NC	80	4243	NC	100	98	NC	528	506	NC	10	14	NC	25	32	NC	55	51	NC	10	3
Hispanic	25	385	30987	93	98	98	525	512	498	8	11	17	32	32	36	52	53	45	8	4	1
Asian/Pacific Islander	NC	85	1832	NC	100	99	NC	547	543	NC	4	4	NC	12	17	NC	76	69	NC	8	10
American Indian/Alaskan Native	--	31	4573	--	100	96	--	512	494	--	13	16	--	32	41	--	52	42	--	3	1
White	204	2213	37467	99	100	98	545	539	539	2	4	5	15	16	17	76	74	70	7	6	8
Students with Disabilities	25	321	8567	86	100	88	482	477	467	20	26	39	52	46	38	28	27	22	NA	1	1
Students without Disabilities	216	2474	70612	100	100	99	551	542	524	0	2	7	12	15	25	79	76	62	9	7	5
Limited English Proficient Students	NC	80	9013	NC	95	95	NC	461	461	NC	38	40	NC	48	48	NC	15	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	223	33345	NC	97	96	NC	509	499	NC	11	17	NC	35	36	NC	52	46	NC	2	1
Non-Economically Disadvantaged	234	2572	45834	98	100	99	545	537	533	2	4	7	16	17	19	74	72	67	8	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	239	2797	79734	97	100	99	565	565	554	1	1	3	12	14	19	87	84	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	118	1344	39243	97	99	99	580	580	568	NA	0	2	3	7	12	97	92	85	NA	1	1
Male	121	1452	40413	98	100	98	551	552	541	2	1	4	20	21	26	79	77	70	NA	0	0
African American	NC	80	4285	NC	100	99	NC	560	548	NC	1	3	NC	16	22	NC	83	74	NC	NA	0
Hispanic	25	387	31254	93	98	99	549	550	539	NA	1	5	20	23	25	80	75	70	NA	1	0
Asian/Pacific Islander	NC	85	1837	NC	100	99	NC	579	579	NC	NA	1	NC	9	9	NC	89	87	NC	1	2
American Indian/Alaskan Native	--	32	4613	--	100	97	--	528	535	--	6	4	--	22	29	--	72	67	--	NA	0
White	202	2212	37668	98	100	99	566	568	569	1	1	1	11	13	13	88	86	85	NA	0	1
Students with Disabilities	23	327	8943	79	100	92	524	512	495	NA	3	11	39	53	51	61	44	38	NA	0	1
Students without Disabilities	216	2470	70791	100	100	100	570	572	561	1	0	2	9	9	15	90	90	83	NA	0	0
Limited English Proficient Students	NC	82	9138	NC	98	97	NC	505	492	NC	2	13	NC	55	46	NC	41	40	NC	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	224	33718	NC	97	97	NC	542	538	NC	2	5	NC	26	26	NC	72	69	NC	NA	0
Non-Economically Disadvantaged	233	2573	46016	98	100	100	566	567	567	1	1	2	12	13	14	88	85	84	NA	1	1

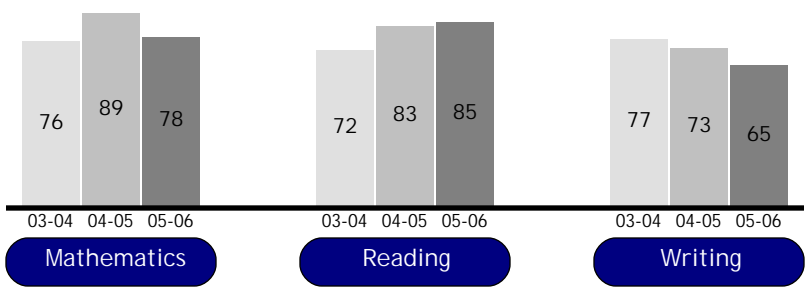
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

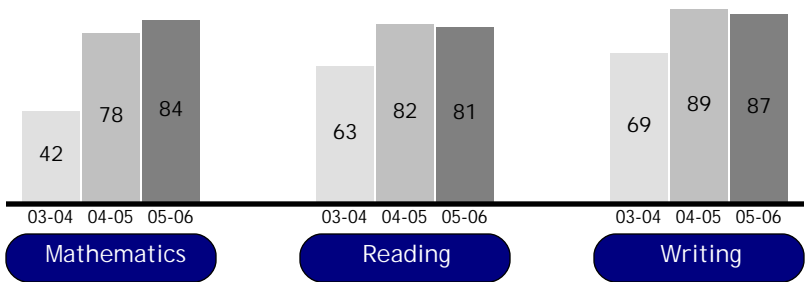
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	69	NA	58	98	62	57	47	100	63	59	46
	Language	95	73	61	50	98	75	58	47	100	75	63	48
	Mathematics	95	75	72	64	98	71	62	50	100	65	65	52
3	Reading	99	72	NA	55	98	53	55	44	95	63	59	46
	Language	99	77	70	61	98	54	53	44	93	63	58	46
	Mathematics	99	76	69	61	100	66	60	51	100	68	65	52
4	Reading	96	84	NA	56	100	63	57	48	93	68	63	52
	Language	97	70	63	52	100	65	59	49	95	76	65	52
	Mathematics	97	85	74	61	100	68	63	53	99	73	70	58
5	Reading	100	74	NA	55	100	65	60	50	96	72	67	56
	Language	100	69	60	49	100	65	59	50	96	68	65	54
	Mathematics	100	85	75	63	100	61	58	49	100	59	63	52
6	Reading	98	78	NA	56	100	62	61	51	98	70	67	56
	Language	98	72	60	48	100	60	58	47	100	67	61	50
	Mathematics	98	91	79	66	100	69	66	52	100	73	70	58
7	Reading	99	69	NA	54	98	64	59	50	99	68	65	54
	Language	99	74	69	58	98	66	61	52	99	72	67	58
	Mathematics	99	78	76	62	98	63	60	50	99	68	65	54
8	Reading	99	68	NA	55	99	64	58	51	98	72	68	58
	Language	99	65	61	52	99	63	57	50	98	70	61	56
	Mathematics	99	74	70	61	99	66	62	53	98	75	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Highland Lakes School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Campus Improvement Team Budget
- Ü School Safety
- Ü Campus Improvement Plan
- Ü Test Analysis
- Ü Leadership Teams

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	54.00
Other Professional Staff	5.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	6	5	0	0
7 to 9 years	4	2	0	0
10 or more years	14	16	3	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	141
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Technology Lab
- Ü 2 Computer Labs
- Ü Media Studio

Extracurricular Activities

- Ü National Junior Honor Society
- Ü School Yearbook
- Ü Student Peer Mediation Program
- Ü Student Council
- Ü Student Mentoring
- Ü Homework Club
- Ü Middle School Sports

Social Services

- Ü PTA
- Ü Breakfast/Lunch Programs
- Ü YMCA Sports Programs
- Ü Volunteer Program
- Ü Counseling
- Ü Kindergarten Enrichment

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 7th grade & 8th grade bands were awarded excellent in competition.

- ü Students collected 1000 toys for the 'Toys for Tots' program.

- ü Students donated over 2000 pounds of food for the Westside Food Bank.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A Safe Schools Flipchart was implemented for the staff. Staff was trained in the area of safe school/crisis intervention. Fire drills, lockdown drills, and crisis drills are performed randomly during school hours to ensure knowledge of procedures in emergency situations.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Highland Lakes School	(623) 376-4300
Transportation Policy	Fran Patane	(602) 467-5096
Community Resources	Dana Acosta	(623) 376-4305
School Nutrition Programs	Patsy Favela	(623) 376-4314
Parent Organization	Christopher Wright	(623) 362-8471
Student Health/Nurse	Karen Hurst	(623) 376-4310

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 999 Copies = \$388.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.